DOCUMENT RESUME

ED 165 453 FL 009 925

TITLE	The Continuing Training of Modern Language Teachers: The First Year and After. CILT Reports and Papers 15.
INSTITUTION	Centre for Information on Language Teaching, London (England).
PUB DATE	Dec 76
NOTE	52p.; Not available in hard copy due to print size of original document
AVAILABLE FROM	Centre for Information on Language Teaching and Research, 20 Carlton House Terrace, London SW1Y5AP, England
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Department Directors (School); Elementary Secondary Education; Faculty Development; Higher Education; Inservice Courses; Inservice Programs; *Inservice Teacher Education; *Language Instruction; *Language Teachers; *Teacher Education; Teacher Employment; Teacher Improvement; Teacher Interns; Teacher Programs

ABSTRACT

A series of eight papers on training of modern language teachers are addressed to the following topics: (1) the organizational and administrative framework of inservice training, with special reference to the probationary year; (2) the needs of the schools for teachers with particular abilities; (3) how institutions seek to equip students for teaching and subsequently help them during their first year; (4) the role of the LEA advisor; (5) how best to use existing resources to reinforce in-service training to satisfy future needs; and (6) the functions of a good head of department and how he can be trained for the task. A summary of conclusions is presented that includes specific proposals and suggestions concerning the "divisions" of in-service training: the probationary year, the early career years, and preparation for promotion and responsibility. Several other specific proposals are also offered for the continuing training of the modern language teacher. Two appendices present a discussion of intensive courses for modern language teachers and a list of conference participants. (EJS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CILT Reports and Papers 15

ED165453

The continuing training of modern language teachers: the first year and after

Papers arising from a conference convened in April, 1976

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
Barbara Newson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

FL009925

© Centre for Information on Language Teaching and Research, 1976.

December 1976
Centre for Information on Language Teaching and Research

Contents

			Page
Foreword			5
1	The probationary year and in-service training	G M Matthews	7
2	The needs of the schools	M R Wigram	16
3	The PGCE course and teaching practice: its relation to continuing training	R Dunning	19
4	Follow-up by colleges and departments of education	P S Green	24
5	The first year of teaching	K Emmans	29
6	Future needs and the use of resources in the post-probationary period	E W Hawkins	32
7	Heads of departments: a job specification	C G Hadley	37
8	In-service training of heads of departments	A Moys	39
9	Summary of conclusions	A Spicer	43
Appendices:			
1	Intensive courses for modern language teachers	Mrs B Parr	51
2	List of participants		53

Foreword

The Centre for Information on Language Teaching and Research, with the collaboration of the National Association of Language Advisers, convened a specialist conference on *The continuing training of modern language teachers*, which was held in London, 9 - 11 April 1976.

Teacher education should, of course, be a continuous process. Inevitably, however, there is a psychological break between initial training (in a college or department of education) and any subsequent training - first exemplified by the change in status from student to teacher. In theory this gap is bridged by the probationary year, which represents not only the completion of pre-service training but the beginning of in-service training. All new teachers need help in adjusting to full time responsibilities, and much help can be provided by LEA advisers.

Although new teachers of all subjects have similar problems of adjustment, teachers of modern languages may have special needs for *éducation permanante*. Not only have the techniques of teaching foreign languages changed greatly during recent years and must be kept up with but, unlike the teacher of other subjects, the modern language teacher must maintain his personal proficiency in one or perhaps two foreign languages.

Recent changes in the organisation of schools have led to much debate about the place and justification of modern languages in the curriculum. Future needs are far from clear. In a sense, initial training is out-dated as soon as completed; from the day he leaves his college or department of education a modern language teacher must not only extend but also adapt his training to changing demands.

The teacher embarking on his first year needs confidence in his previous training sufficient to face a variety of different classes; at the same time he must be convinced of the need to go on learning his craft. Adjusting to this paradox is a major problem during the probationary year, and in particular it requires the help of heads of departments in the schools.

Of the following papers, in Chapter 1 G M Matthews discusses the organisational and administrative framework of in-service training, with special reference to the probationary year. M R Wigram interprets the needs of the schools for teachers with particular abilities in Chapter 2. In Chapters 3 and 4 Mr Dunning and Mr Green describe how institutions seek to equip students for teaching and subsequently help them during their first year. In Chapter 5 Mr Emmans discusses the role of the LEA adviser. In Chapter 6 Professor Hawkins considers how best we can use our existing resources so as to reinforce in-service training to satisfy future needs. In Chapters 7 and 8 Dr Hadley and Mr Moys define the functions of a good head of department and discuss how he can be trained for the task. Professor Spicer summarises conclusions and recommendations in Chapter 9.

G E Perren,
Director,
Centre for Information on
Language Teaching and Research

1	G M Matthews
The probationary year and in-service training	

For teachers of foreign languages the innovations of the past two or three decades in professional training and support facilities have been the logical corollaries of a process of change in which new teaching and testing techniques, new forms of course and class organisation and new descriptions of languages have made immense demands on teachers and organisers. At the same time language teaching methodology has grown from an amorphous assemblage of hints and bits of information to a complex body of communicable professional knowledge incorporating elements of linguistics, psychology and educational technology.

Growth has been the main theme of discussions and decisions on teacher training during this period – growth in numbers of qualified teachers to cope with increased numbers of pupils, in training courses, in teaching techniques and resources. Now that the expansion of the past twenty years has been checked by a deceleration in the growth of the school population, the consequent reduction of initial training and the current need for economic retrenchment, it seems appropriate to examine ways in which processes of induction and in-service training can promote the future efficiency of language teaching.

A conference convened by CILT in 1973 examined the initial training of foreign language teachers in the light of the report by Spicer and Riddy[1]. The publication of the James Report[2] in 1972 and the ensuing Government White Paper[3] did much to foster discussion of the general needs of serving teachers while directing attention particularly to the different requirements of newly qualified teachers and established members of the profession. It is now appropriate to give attention to the probationary year (included by James, somewhat controversially, in the second cycle of training) and the 'third cycle' of in-service facilities for updating the skills and broadening and deepening the interests of the experienced teacher.

The probationary year

Administrative arrangements

At present arrangements for the teacher's probationary period are determined by the DES Administrative Memorandum 10/68, the main points of which have been summarised as follows:

1 Spicer, A, and D C Riddy, *The initial training of teachers of modern languages*, E J Arnold, 1976 (forthcoming).

2 Department of Education and Science, *Teacher education and training: a report by a committee of enquiry appointed by the Secretary of State for Education and Science, under the chairmanship of Lord James of Rusholme*, HMSO, 1972.

3 *Education: a framework for expansion*, HMSO, 1972.

(a) The initial period of service of a full-time teacher who has successfully completed an approved course of teacher training shall be a probationary period of one year but for other teachers it will be two years. During this time he may be required to satisfy the Minister of his practical proficiency as a teacher, but in exceptional cases the Minister may approve a probationary period which is less or more than one year, or dispense with it entirely.

(b) Probation, as such, relates to teachers employed in maintained nursery and primary schools, secondary (but not direct-grant grammar) schools, and special schools to which the Handicapped Pupils' and Special School Regulations, 1959, apply. No matter how long a teacher may have taught in a direct-grant grammar school, for example, he may nevertheless be required to serve a probationary year if and when he transfers to teach in a maintained school.

(c) There exist two procedures of probation: briefly, under procedure A, the main assessment responsibility for a teacher's probation rests with the employing authority, while under procedure B (which usually applies to untrained graduates) this responsibility is shared by the employing authority and HM Inspectorate.

(d) If at the end of the probationary period the Minister decides that the teacher is unsuitable for further employment as a qualified teacher he shall not be so employed. In borderline cases, however, the period of probation may be extended for a further six months and then reviewed again.

(e) Teachers on probation should be placed in schools where working conditions are favourable to their success and where a head teacher or an experienced member of the staff will help and advise them in their work. It is the authority's responsibility to make arrangements for more general help and guidance to supplement that which the head teacher and staff can give, and to see that the teacher knows to whom he can turn for it[4].

Projected induction procedures

Research into the needs and problems of probationers from a general standpoint (e.g. by Taylor and Dale[5]) indicated the importance of good and bad experiences in the first year year of teaching for the subsequent career of the teacher and pointed to the need to formulate precise aims and objectives and establish a strong initial training and a comprehensive in-service programme. Following the James Committee's comments on 'the gross inadequacy of the present arrangements for the probationary year', its recommendation that the process of induction should be included in the second cycle as

4 Taylor, J K and I R Dale, 'The first year of teaching' in Lomax, D E (editor) *The education of teachers in Britain*. Wiley, 1973, p. 282.

5 Taylor, J K, I R Dale, and M A Brimer, *A survey of teachers in their first year of service*, University of Bristol, 1971.

an extension and application of professional preparation and its proposals for the appointment of professional tutors as co-ordinators of second and third cycle work, the 1972 White Paper recommended that teachers should receive officially established help and support to make the induction process more effective and less daunting, that they should be released for not less than one-fifth of their time for in-service training, and that their timetable should be restricted to three-quarters of a full teaching load.

Experiments

Pilot schemes based on those recommendations, providing for the appointment of school-based teacher-tutors, have been instituted in Northumberland and Liverpool. Hill and McCabe[6] have given useful accounts of their progress. The opinions of LEA's and representative teachers and tutors on the present feasibility of extending these schemes and the likely consequence for new members of school modern language departments will be of value.

Placement

Some aspects of the probationary year which have repercussions on initial training also merit attention. Information is needed on the interaction of training institutions and LEA's in the placement of students in first teaching posts. Present knowledge rests mainly on the research by Taylor, Dale and Brymer of nearly a decade ago. What contribution can the UDE or college make to placing probationary teachers in appropriate schools? What improvements can be made in providing LEAs with information on the strengths, weaknesses and special interests of new teachers?

Pre-induction visits

Allied to this question is the problem of organising pre-teaching visits to schools. Here personal experience and case studies may be helpful. Does the mobility of students in their final term of initial training permit such visits? How widely established is the custom now? Is LEA funding available? If pre-probationary visits are not possible, what means are available for appointees to receive information on pupils' attainments, schemes of work and school organisation?

The NUT, on the basis of a survey of probationers' attitudes to work and training, recommended[7] in 1971 that all newly qualified teachers should spend a paid three-to-four-week summer period in their prospective LEA to arrange accommodation, get to know future colleagues and learn about school and department organisation. How feasible are such proposals today? Can such schemes be seen as possible future elements of a fully implemented second cycle?

6 e.g. Hill, D, 'The Liverpool pilot scheme', *British Journal of In-service Education*, 1, 1 (Autumn 1974) pp 15-17, and McCabe, C, 'Planning a probationary year induction course', *ibid* pp 29-33.

7 National Union of Teachers. *The probationary year*. A report prepared by a subcommittee of the National Young Teachers Advisory Committee of the NUT, for submission to the National Young Teachers Conference, Bradford. NUT, 1971.

Assistance for probationers

On the basis of existing general surveys[8] a study can be made of sources of guidance and assistance for probationers in LEA areas. To what extent, for example, are local modern language advisers able to get to know their probationers individually and learn about their problems? Have they time and facilities to keep adequate records and to make regular visits to schools? What LEA services are specifically intended for probationers? Can teachers' centres provide probationers with opportunities to discuss their problems? Is there a case for training teacher-tutors and heads of departments in giving assistance to the young teacher? Have advisers or others capable of helping the probationer free access to schools? What can we learn from the work of associations of teachers of other subject-disciplines[9] in this field? Can this serve as a model for participation by associations of language teachers in induction courses?

Attitudes of probationers

Traditionally teachers at the start of their careers have often experienced a conflict between the liberal teaching approaches recommended by tutors in colleges and university departments of education and the more formal approaches favoured by heads and senior colleagues in schools. Some observers (e.g. Getzels and Jackson[10]) have reported the growth of more authoritarian attitudes during the first year of teaching. More recent investigations indicate that the opposite may be the case (e.g. Bradley and Eggleston[11]); probationers may criticise their colleges for failing to give adequate attention to contemporary problems of discipline, class organisation and assessment of pupils' progress and for recommending too rigid approaches to problems of method. In such cases the college may be viewed as a centre of reaction and the school as a pioneer of progressive strategies. If course design and organisational techniques in schools have indeed outpaced preparatory work in training institutions, the validity of induction and in-service courses offered by colleges may be questioned. The need for effective liaison between trainers and teachers is apparent: this need may well be doubly felt in the case of foreign language courses where, for example, traditional linear syllabuses have proved to be largely unsuitable for work with less able pupils. What can be done to ensure good liaison? Can staff appointments shared by, for example, colleges and schools, or colleges and teachers' centres, offer any assistance? Can LEA advisers or the staff of teachers' centres help to arrange discussion of these problems?

8 Brinton, E. and L E Watson, 'The probationary year: an annotated bibliography', *British Journal of In-service Education*, 1, 3 (Summer 1975), pp 60-67, *passim*.

9 e.g. The Association for Science Education (ASE) and Association of Teachers of Mathematics (ATM).

10 Getzels, J W, and P W Jackson, 'The teacher's personality and characteristics', in Gage, N L (editor): *Handbook of research on teaching*, Rand McNally, Chicago, 1973. Quoted in Taylor, J K and I R Dale q.v.

11 Bradley, H, and J Eggleston, 'Increasing our awareness of the young teacher's problems', *Trends in Education* 1975/4, pp 12-17.

Teacher-tutors and advisers

One important aspect of the appointment of teacher-tutors has been the assignment of defined responsibility for induction arrangements to specially appointed staff. This is likely to be a useful development; where traditional arrangements for induction obtain, the respective roles of the head teacher, the local authority adviser and the head of department seem far from clear. The informality of most present arrangements, though administratively convenient, may in fact be quite perplexing to the probationer, as Bradley and Eggleston suggest. What other solutions have been found to these problems?

Assessment

Details are needed of how information is made available to the probationer on the procedure and criteria of assessment of his progress. Lack of assistance in this matter may be a nagging, chronic worry. With whom should he discuss his problems? Can the same colleague be both judge and confidant? Is this problem aggravated by difficulties of communication in larger schools? Does discussion with the subject-department offer a basis for the development of professional self-awareness and self-confidence in the first year of teaching, or should this be sought outside the school, perhaps in discussions with other probationers? What help does the probationer receive, either in pre-service courses or by in-service training, on the use of techniques for monitoring his own progress (e.g. testing, interaction analyses)? Who should provide such help?

Personality and teaching strategies

Maden[12] has commented on the young teacher's need to relate teaching methods and management techniques to his or her own personality, especially where the task of handling today's more sophisticated adolescents arises: 'It is no longer a matter of assuming implacable sternness with children, quickly followed by a joky bonhomie in the staffroom, followed (if still human) by a more personal self at home. Not only is it desirable, it is now also essential, to develop one's personality in an authentic way with young people in schools.'

This observation may have important consequences for techniques of foreign language teaching. During his own school years the teacher (and perhaps his college tutors too) may have been accustomed to language teaching techniques which enhanced the position of the teacher as law-giver and sole dispenser of truth and reduced the pupil to the level of an organism responding to stimuli. Today's problems in language teaching - de-streaming, individualisation and group work, interdisciplinary activites, integration of linguistic and cultural information - have demanded totally new approaches which may to some extent conflict with the teaching personality of the probationer. Should we devote more attention to such problems?

Follow-up

The reorganisation and formalisation of induction procedures in the probationary year should not only provide a culmination of initial training; it should also serve as an

12 Maden, M, 'The young teacher in the secondary school', *Trends in Education* 1975/4, pp 18-23.

introduction to in-service study. How can the probationer be made clearly aware of the continuing nature of teacher education? How can continuity from the induction process to in-service training be most effectively established?

In-service training

The priority given to the discussion of in-service training by the James report (the third cycle in fact coming first in order of consideration) has emphasised its importance in the post-expansion era, and James' recommendations on this subject have been greeted with near-unanimous approval.

Modes of training

Yet the very notion of in-service training needs clarification. In broad terms it has been defined as 'all those courses and activities in which a serving teacher may participate for the purpose of extending his professional knowledge, interest or skill' (Cane, 1969)[13]. Thus for the language teacher even watching a foreign film or studying a foreign language news magazine may be a form of in-service study. The needs of teachers may be met in various ways within and outside a framework of formal courses.

For a proper understanding of the role and scope of in-service training it is necessary to define its objectives. Present arrangements show a great variety of methods and modes of training: course attendance may take place in school hours or in the teacher's spare time and vacations, in schools, colleges or in designated centres, and may be part-time, full-time or a combination of the two; course duration may be anything from a free period to one or more academic years. Discussion of the constraints operating in course planning is needed. Comparison of the advantages and disadvantages of the various forms of release will be helpful.

Participating organisations

A similar diversity is seen in the range of organisations and centres contributing to the provision of in-service training for language teachers: the Department of Education and Science, the Scottish Education Department and the Department of Education for Northern Ireland; local authorities and teachers' centres; universities (including the Open University); university departments of education, colleges and departments of education in polytechnics; the Schools Council; bodies such as the Educational Development Association; teachers' professional associations and unions; advisory and information centres such as CILT and NAVAC; foreign cultural institutes; broadcasting organisations; publishers, and overseas centres, perhaps in association with official bodies in this country. This diversity extends far beyond the traditional dualism of 'in-service training for teachers' and 'in-service training for LEAs'. Some attempt might be made to differentiate these agencies by function and to define the specific contributions made by each. Are too many organisations involved? Is there a danger that multiplicity may lead to dilution of resources? In the present economic and

13 National Foundation for Educational Research, *In-service training of teachers. A pilot study in the county of Surrey and the Royal Borough of Kingston-upon-Thames, November 1967.* Quoted in Cane, B. *In-service training: a study of teachers' views and preferences.* NFER, Slough, 1969, Introduction p. x.

educational climate should particular encouragement be given to self-instructional in-service training - based for example on Open University or broadcast tuition - and in-school seminars?

Themes, tuition, methods

Within the considerable variations of time and space mentioned above the content of in-service courses for language teachers presents certain main themes. Maintenance and continuation courses will be required by teachers wishing to keep up-to-date with the evolution of languages. Others may need emphasis on the contemporary foreign-language culture and its institutions or on recent literary developments. Many teachers in mid-career may wish to update their professional skills and study innovations in teaching methodology and materials development; for reasons of efficiency and morale it is important to let teachers feel that they are being kept up-to-date and to allow them to select and reject methods on a basis of full information. Additionally, for teachers wishing to take up special responsibilities, attention may be given to questions of school management, the curriculum and developments in communications and educational technology. How can information from research and development projects best be included in course content? Is the transmission of information from researchers and experimenters to tutors and organisers efficient?

Surveys of in-service training should also evaluate from a modern language viewpoint the role and distribution of various methods: lectures and demonstrations, seminars and discussions, practical sessions, distance teaching, and study tours at home (e.g. to an LEA pioneering new courses or techniques) and abroad. The question of staffing can also be examined: who teaches on in-service courses? Are these staff nationally mobile? Is there an adequate means of recruiting good course tutors? How are they discovered? Are there special problems in releasing teachers to *staff* courses rather than follow them?

Needs

Most research into the in-service needs and preferences of teachers[14] has been conducted with general reference rather than in precise relation to particular subject disciplines and dates back to nearly a decade ago. These investigations may nonetheless provide some help for specialist researchers, perhaps in respect of method and evaluation of progress. Conflict may arise between the opinions of teachers and employers on in-service course method and content; should the respective preferences of schools and LEA's regarding modes and methods of training be investigated? What constraints operate, for example, in the length and timing of courses? Can compromise formulae be worked out which reflect the various claims and preferences of participants, and can these formulae offer a basis for meeting future needs? How have recent

14 Department of Education and Science, *Statistics of Education Special Series no. 2: Survey of in-service training for teachers, 1967*, HMSO, 1970,
and
Cane, B, 'Meeting teachers' needs' in R Watkins (*editor*): *In-service training: structure and content*, Ward Lock Educational, 1973, pp 68-80.

innovations in language course organisation, methods and content affected teachers' interest in, and demand for, in-service courses? What are likely to be the most useful sources of information and methods of enquiry on these subjects? How can organisers accurately determine the scope and proportion of academic, professional and practical elements in in-service courses? Will the need for economy oblige them to concentrate on a narrow range of favourite or fashionable topics, or will they be able to respond widely to demand?

Distribution

The task of ensuring a fair geographical distribution of opportunities for in-service training is a challenging one. Examination of regional variations in course distribution and accessibility will be needed for the effective rationalisation of resources. Is there general equality of opportunity among teachers in respect of access to courses? What can be done to offset the disadvantages suffered, for example, by the teacher in rural Wales or Scotland who has to travel fifty miles to attend an in-service course? Can national organisations and centres help to co-ordinate information on these matters and identify regional problems? Can courses be offered by distance tuition or by broadcasting organisations to teachers in remoter areas? Do fluctuations in financial resources affect regional plans for in-service courses? Can the problems be tackled by inter-LEA cooperation? Are there noticeable regional differences in needs which affect the provision of language, culture and method elements in in-service courses, and can these needs be adequately catered for at present?

Effectiveness

Attention should be given to the need to improve the efficiency of in-service training and assess its effectiveness. Whose job is it to measure the contribution of in-service courses to successful teaching? How can the effect of courses on the efficiency of schools and subject-departments be studied? What can we learn from the training experience of other professions (e.g. medicine, management)? Can in-service training help to promote collective action and group decisions by members of subject-departments? Does it result in more effective course planning? Can it help to overcome problems of inter-school collaboration and course continuity?

Planning and policy

The further administrative and academic implications of course organisation also deserve some study. Is the possibility of planning a system of incentives and rewards for course attendance (widely employed in North America but substantially rejected by the James Committee) incompatible with the widely-felt need to affirm the professional status of teachers? Can the possible use of in-service courses as an instrument of administrative policy be reconciled with the tradition of the teacher's professional responsibility and school autonomy? To what extent does the present provision of courses arise from active research into needs and the diagnosis of problems? Is consultation between organisers and teachers effective? How are the recipients of in-service training represented in the planning of courses? Have we enough background data?

Central to all discussions of post-probationary training is the question of defining the roles, aims and responsibilities of the many organisations and agencies involved.

What functions may be assigned to colleges and departments of education, LEA inspectors and advisers, school heads and senior staff? How can their activities be correlated? How can they cooperate, for example, in establishing a fair and workable balance of foreign-language courses at the secondary level? What should be the role of national centres such as CILT?

Although the current need for economies in education may have encouraged a certain current of pessimism in relation to training opportunities for the serving teacher, it is significant that useful experiments in this field are proceeding and that the recommendations of the James Committee which Lord James has identified as most important[15]: the creation of the Dip HE as a basis for teacher training, the development of in-service training, the formalisation of induction processes and the absorption of colleges into the CNAA sector – have all borne fruit in various ways. The recent creation of two new specialist journals[16] devoted to teacher education has shown that debate on the subject is very much alive. This climate should allow positive consideration of both long term aims and more immediately realisable objectives.

15 Silver, H, 'Since James', *British Journal of Teacher Education*, 1, 1 (January 1975) p 12.

16 *The British Journal of Teacher Education* (Methuen) and *The British Journal of In-service Education* (Studies in Education for the In-service Training Section of ATCDE).

The needs of the schools

In considering the needs of the schools in terms of teacher-training, it is unnecessary, it seems to me, to make much distinction between 'initial' and continued training. In-service training exists not only to offer teachers refreshment and to bring them up to date but also to make good those features which initial training could not adequately cater for in the brief time available.

'The needs of the schools' - what schools then have we in mind: primary, middle or secondary? They differ so greatly from one another both in their requirements and in their expectations that we must surely consider each separately and maybe work out some immediate priorities.

In the primary field the position of French teaching remains confused, but the evidence I have suggests that the number of local authorities with a positive policy to encourage early foreign language teaching and willing to devote resources to it is very small indeed, so that this sector is unlikely to be able to sustain a serious claim upon scarce national resources. This means, I think, that where LEAs are actively seeking to promote the teaching of French they will probably need to take the initiative themselves in ensuring that adequate provision exists for both the initial and in-service training of the French teachers they require, and they cannot afford to overlook the very considerable expenditure that this will involve them in.

Should the same be said of the eight to twelve middle schools - or in technical jargon 'the middle schools deemed primary'? When I myself visit such schools I confess I have difficulty in distinguishing them from primary schools - yet there ought to be a distinctive difference, if only because they should be offering a solid beginner's course in French from the age of nine or ten. In view of so many other commitments at the national level I suspect that here too is a matter that must be left to local or regional enterprise, since the training needs of these teachers will be similar to those in the primary schools. What they require is semi-specialist class teachers equipped to teach French by oral methods to their own class and perhaps to one other.

The nine to thirteen middle school on the other hand ('the middle school deemed secondary') has a more extensive language teaching commitment and should in my opinion have on its staff at least one teacher who is first and foremost a modern linguist. He might well be a BEd honours graduate with French as main subject, responsible for co-ordinating the French teaching throughout the school and for teaching the senior classes at a stage of the course where the semi-specialist often finds difficulty in ensuring progression, in carrying the work forward at an appropriate pace and in broadening its scope through the proper development of reading and writing. My impression is that the nine to thirteen schools are at present desperately short of such teachers and an attempt to provide leaders for them could be a useful target for in-service training. These people will have French as their main subject but they may well not teach it for more than half the week and will therefore need a second string to their bow; either another subject or perhaps general responsibility as a class teacher.

A different form of training is needed for the less specialised French teachers in the nine to thirteen school, many of whom have as yet received far too little preparation

for their task. In recent years the one-term intensive courses offered at 24 different centres have been particularly suitable for such teachers, catering as they do for the age range eight to thirteen. But the latest figures for these courses make depressing reading, for in 1975 out of 42 courses on offer no less than 27 were cancelled for lack of takers, while the surviving fifteen courses, with an average enrolment of seven each, catered only for 105 teachers. Yet surely if the desperate staffing needs of all schools are ever to be met all middle school areas should have access to such a centre and be ready to support it.

It is mainly to the colleges of education and the polytechnic training institutions that middle schools will be looking for their teachers, and it already seems clear that the new pattern of modular courses is going to reduce the period of residence in France that students have hitherto enjoyed. For many twelve week courses in term-time are likely to be replaced by six week vacation courses, and this sort of modification must inevitably have an adverse effect upon their oral competence. So here is another area where some intensive in-service provision may well be required.

May I stress before I pass to the secondary schools that we cannot afford to ignore the middle school sector? We have created this promising new type of school and entrusted to it the first two years of secondary education; many of the language teachers in these schools are floundering; they must be offered help if standards are not to decline.

If we turn our attention now to the secondary schools - that is the comprehensive schools - the first thing that must be said is that teachers whose training is limited to the eight to thirteen age range are not, so far as I am concerned, adequately equipped to teach at secondary level; for the problems of staffing and timetabling are such that every language teacher must normally expect to have to teach pupils to the age of sixteen in at least one language, whether he be a university graduate, a holder of a BEd degree or a non-graduate. We have for a long time been employing in secondary schools a number of teachers whose training has been slanted towards the primary phase - largely because French was never declared a shortage subject. Can we now hope that with the reorganisation of teacher training secondary teachers of French will at last receive a full course of initial secondary training?

Let us consider for a moment some of the qualities we should be looking for in our secondary teachers. At the top of the list must surely come the teacher's own linguistic competence. This will depend upon a number of factors: the way he has been taught at school, the type of sixth form teaching he has experienced, the nature of the university or college course he has selected and his opportunity for a substantial period of residence abroad. Thanks largely to the assistant scheme - which in passing we should note is threatened by the growing tendency of LEAs to opt out of the obligations it imposes - I think we can claim that the majority of our teachers now possess a commendable level of oral proficiency in the foreign language. But we cannot take it for granted that this improved state of affairs will necessarily continue, unless steps are taken to safeguard the schemes upon which such proficiency depends.

However, at the present time the schools are suffering not so much from a shortage of qualified linguists but rather from a desperate shortage of teachers who are soundly based in the methodology of language teaching and language learning. What would

seem to be needed is a fundamental understanding of the purpose and principles of oral-based teaching - and of the relationship between the spoken and the written language. Young teachers come into the schools with some acquaintance with audio-visual courses and their use in the early years, but apparently with little idea of how to carry through their oral teaching to the later stages of the course and on into the sixth form: with the result that we are faced with the quite absurd phenomenon where in many schools more French or German is heard in years one and two than in years three and four. This would seem to be a sphere where there is almost unlimited scope for in-service training.

Another thing that has struck my attention is that most teachers are firmly geared to the teaching of speaking and writing but all too rarely offer their pupils a progressive course in reading. And yet reading is the skill on which further study will principally be based. Is there perhaps not room for a series of two or three day in-service courses devoted solely to the teaching of purposeful and adult methods of reading?

And now that I am beginning to make specific pleas for help, what about some training in how to build into the teaching method an effective system of testing and ways of assessing how much has actually been learned and mastered? There is often today a marked reluctance to face facts and to accept the possibility that certain members of the class may be learning little or nothing.

Then we have the whole question of teachers for the less able. Here the extent of the need must depend upon the future curriculum pattern of the schools and this remains undecided. All that can be said with certainty is that our present supply of teachers is insufficient to allow a foreign language to be taught to all pupils in secondary schools and that in the immediate future the supply of teachers is more likely to decrease than increase.

But if you were to ask me what I see as the greatest need of secondary schools I should unhesitatingly reply that it is for strong and effective heads of department. That is the level at which in-service training can exert the greatest influence. I would not only advocate the provision of courses for heads of departments themselves but I would go further and suggest that all teachers holding Scale two posts or above should be given training in the skills of organisation, leadership and professional supervision, and should receive opportunity to study the factors that make for success in language teaching. If we could have complete confidence in our heads of department, we should surely have very little else to worry about.

There is one further type of teacher I have not yet mentioned and he is the most important of all, if only because he holds the key to the future. I am alluding to the well qualified graduate suitably trained for sixth form teaching, the graduate who understands the nature and purpose of sixth form studies and who appreciates that they amount to much more than a series of fragmented language lessons; the graduate who is able to teach through the medium of the foreign language and to ensure that the spoken language is in constant use whatever type of work is being undertaken, so that students themselves can have sufficient practice in listening and speaking to become proficient. With the proliferation of small sixth forms and the dispersal of highly qualified staff I fear that such teachers are becoming increasingly hard to find. Here surely is a high priority for both initial and in-service training. The sixth form is the cradle of our future language teachers and if we lose the battle there, we shall run the danger of losing the war itself.

The PGCE course and teaching practice: its relation to continuing training

Probationary teachers come from a wide variety of university and college of education backgrounds. I know from discussions with my colleagues in the field how diverse are the method courses followed by the students in their various institutions, but it might be useful to draw up a kind of provisional balance sheet of what my own students seem able to do by the end of their course and what they need to learn to do during their first year of teaching.

Whatever our perceptions about the content of our PGCE method courses, in attempting to fit our students to take up posts as language teachers in secondary schools, we are obliged to bear in mind:

- the nature of the students' experience of both language and learning at school and university;
- the characteristics of courses and textbooks in current use;
- the changing character of modern language departments in secondary schools.

The students I am referring to are graduates in French or German who have spent a year abroad, mostly as assistants.

Language and learning—the student's background

Despite the fact that the students come from different schools and universities, their experience of language teaching rarely diverges from the narrowly traditional. The much-vaunted language revolution which was to transform the scene so that the very stones might speak, seems largely to have passed them by. In recounting their previous learning they write of orally-based work in the first weeks at school soon to be replaced by written exercises and translation. The student spoke for many when he wrote:

> 'The teacher seemed to work on the assumption that if you knew that *qui* and *que* were relative pronouns you would instinctively know how to use them. There was little spoken language in the classroom, apart from the usual drill on entering and leaving. If there was any French spoken it was on a choral basis, just as it was in Latin – *amo, amas, amat* chanted round the room'.

Even in the sixth form where one might have expected that smaller groups of abler students would have permitted the teacher to conduct most of the work in the language, the picture is overwhelmingly of prose, translation, grammar exercises and set books for two years, with the oral work limited to one lesson a week, or left to the assistant. The schools where French is taught in French are rare.

The situation in the university departments is equally monolingual. The degree courses are, in the main, studies of literature in which language equals prose and linguistics

means the morphology of the verb. Lectures and seminars are conducted in English; exams and essays are written in English; oral classes with the assistant are optional. The departments seem to assume that the acquisition of fluency in the language is the responsibility of the student and the necessary outcome of the year abroad. The time spent in France or Germany is not structured by the university department: the students are not asked to write a monograph on the town they live and work in; nor are they asked to collect examples of local speech, or of different accents and registers. As no-one seems to check on the students' return whether they are fluent, or in what areas of communication skills they are near-bilingual or deficient, it is not unreasonable to assume that, however much the departments may say they value oral competence, they are largely indifferent to its promotion.

When I interview prospective candidates for the PGCE course some of these deficiencies inevitably emerge. It is, for example, unlikely that they will have any notion of register, or of the relation between languages and situation - of the kind of language which is appropriate to a formal interview as distinct from a chat with one's mates over a pint. They pick up a good deal of colloquial speech and slang during their year abroad but very rarely understand the constraints on their use. As far as the tense system goes, by no means all good honours graduates can instinctively handle the differences between the perfect and the imperfect. Moreover, when asked questions on a passage they have had a few minutes to study, they are often unable to make use of the redundancies of the language of text to elicit, say, the gender of a noun they are obliged to use. Finally, few students seem able to monitor their own production effectively such that they become aware of mistakes at any level and correct them. From subsequent discussions with the students and the supervision of teaching practice, it is clear that these deficiencies are not performance phenomena induced by the constraints of the interview alone.

If we turn from the language to the teaching and learning styles to which the students have been accustomed, very few have been involved at school or university in any other than the magisterial mode; there are few recorded instances of individual projects or of the fulfilment of cooperative learning tasks: the image they have of learning is of students being told.

To sum up, the students on arrival:

- have a foreign language competence consisting of a working knowledge of some aspects of oral communication, plus a basic grasp of the written forms appropriate to prose composition and literary essays;

- have no overall concept of language as, say, a system of systems, nor of the relations between linguistic variants and situations;

- have not been expected to take responsibility for their own learning.

The schools used for teaching practice

If we turn to the course materials used in the schools, they are mainly of the paradigmatic, non-contextualised type. That is to say, the theme of each chapter is grammatical (derived from a normative grammar of the written language) and exhaustive e.g. *ne...pas*

is immediately followed by *ne. . . guère, ne. . . jamais, ne. . . personne,* etc. New items, whether structural or lexical, are rarely presented in contexts which both help define their meaning and illustrate the conditions of their use. The lexical and structural density of the courses presents formidable obstacles to the young student or teacher who may be required to base his teaching on them.

Secondary education in Leicestershire is split between the high schools (eleven to fourteen) and the upper schools (fourteen to eighteen). A different pattern will shortly come into being in the City. The country's arrangements are further complicated by the fact that some upper schools may have between two and five feeder high schools, some of which may well serve more than one upper school. The transfer system makes life particularly difficult for modern languages.

It would be virtually impossible to make a valid generalisation about the problems facing the various modern language departments in the schools, or about the work styles that they are evolving to deal with them. I think, however, that for a variety of reasons - among them, widely differing ability and interest levels among the children, increasing staff mobility, the irrelevance of much of the published material - more departments hold planning meetings in which short-term aims and teaching procedures are discussed and teaching materials produced. The trend - and it is only a trend - seems to be towards the building up of learning resources to which all teachers contribute and on which all draw.

The PGCE course

The three factors discussed above - the language and learning set of the students; the paradigmatic character of current course materials; the evolution of modern language departments in schools - provide the framework for the method work of my group at the School of Education and for their preparation for teaching practice. As a result of the work we do, it is possible to say that all the students have had experience of, and most have been at least occasionally successful in:

- planning a lesson or a unit which functions in a series;
- teaching with operationally-defined objectives (i.e. knowing precisely what language the pupils have to master in what conditions of use);
- relating aids to objectives, language to situation and procedures to task;
- organising written work to arise out of oral work and vice versa;
- diversifying what they teach, such that factors like lesson length, time of day, day of the week and the attention span of the class, are taken into consideration.

The ten week teaching practice is adequate to give the student teachers insight into the fundamentals of the language teacher's craft, but it is in no sense enough to complete the task. In the course of the PGCE year it is not possible to give the students experience of all the resources they might have to handle in the schools. This is not simply a matter of physically handling equipment or of becoming familiar with the courses they might be using: it is more a matter of learning how to make a meaningful

language-learning enterprise out of other people's software - particularly if its rationale is hard to fathom.

The first year of teaching

The stresses to which the probationary teacher is subjected go well beyond the sphere of methodology. It is important, therefore, to recognise that the proposals we make are embedded in a framework of support that goes beyond what expert help we can offer as linguists.

First year teachers are often all but overwhelmed by the problems of survival in the schools; they work all evening preparing for the next day; the weekend is not a time for relaxation but for catching up or getting ahead of oneself. Most of them experience at least some problems of class control, deriving sometimes from inexperience, sometimes from ungenerous timetabling. Weekend courses for probationers may well add to the sense of strain. The provision of courses in school time is likely to be increasingly resisted by heads unwilling to add to the supervisory duties of depleted and sorely-pressed staffs.

The contact that I have had with probationary teachers (my own ex-students and others) confirms the need for help in the early years and indicates the form it might profitably take. From problems raised at in-service courses and from casual discussions in the schools, a fairly distinct pattern emerges. The young teachers principally need help in finding a variety of ways to present language items and to use them in different teaching contexts and in diversifying the activities in which a class might usefully engage.

Since the teachers meet this problem of the subordination of the teaching of language items to a larger communicative purpose in different schools, using different course materials to different levels of ability, it will be obvious that to be relevant any help should be course-specific.

Looking forward from the PGCE course to what seems possible and necessary during the probationary year, there seem to be - in addition to the existing course structure - at least two relevant support patterns, neither of them exclusive of the other. The support would be methodological and linguistic.

The first proposal would be to localise support in the schools. This would mean setting up a support service of, say, the LEA advisers, and the university and college of education language staffs who would:

- each take responsibility for a certain number of probationers;
- establish links with the language departments in the schools; and
- work with the probationer in the classroom at selected times and on specified problems throughout the school year.

A pattern such as this would be heavily dependent on local circumstances for its success. It would be an obvious advantage if, for example, the advisers could be involved in some way with the initial training programme of the intending language teachers.

We see no reason why the proposal should not work satisfactorily in Leicestershire.

The second proposal would require a more radical break with the concept of the teachers' working year. It would involve planning school holidays so pre-term in-service courses might be run for probationary teachers during the Summer, Christmas and Easter holidays. These courses, staffed by the advisers, university and college of education tutors and modern language department heads, would aim at establishing attainable objectives, preparing usable lesson materials and working out appropriate teaching procedures for the opening weeks of the new term.

As far as the language education of the probationers is concerned, this could readily be assured if regular use were made of the foreign assistants. This would mean planning a programme and informing heads of the days on which they would be invited to send both their assistants and their modern language probationers to take part in the programme. The activities might include opportunities to practise various registers, role-playing interviews, group discussions etc. Again, we see no difficulty about doing this in Leicestershire.

Follow-up by colleges and departments of education

James' indictment of the probationary year

In their 1972 report[17] James and his colleagues said: 'Nothing has impressed, or depressed, us more than the gross inadequacy of the present arrangements for the probationary year'. They gave devastating sketches of the theory and the practice:

> 'The theory is irreproachable. The young teacher, coming fresh from college or department of education, has been given some of the basic skills. He now needs practice under genial and expert supervision to develop those skills, to mature his style, to relate the theory he has mastered to the practice in which he is now involved. His college teachers maintain a lively interest in him. His wise seniors in his first school introduce him, by example and precept, to an understanding of professional attitudes and to an appreciation of what his particular school is, how it works, how decisions are taken, how parents are involved. The specialist adviser of the LEA helps him, introducing him to other young people working in similar fields, involving him in a programme of further training and consolidation. An enlightened headmaster ensures that both the weight and the character of the time-table given to the young teacher reflect the special conditions of his first year of salaried employment.' (p.20)

This account, they said, would probably surprise some of the probationary teachers who read it. The picture they might recognise as nearer to the truth was the following:

> 'The probationary teacher, in fact, leaves his college on the last day of term and never hears of or from it again. Nor does the school to which he goes communicate with the college, even if difficulties arise. He is pleasantly received at his school (as would be any newly appointed member of staff, whether or not in a first appointment) and introduced, formally or informally, to the ways of the place. No one suggests to him that he is in a special situation, or entitled to unusual help. He may be invited by the LEA to attend a tea party but will probably not go, and, if he does, that will be his last meeting with its officers or advisers. He teaches a full timetable including one or two of the notoriously difficult groups of pupils. No one goes near him in the mistaken belief that to do so would be to interfere with his professional integrity. At the end of the year he receives a note informing him that the probationary year has been satisfactorily completed, and he is now a fully qualified teacher.' (p.21)

17 *Teacher education and training*, HMSO, 1972.

Après James

What has happened in the four years since James?[18] Many, perhaps most of the new comprehensive schools have a professional tutor, whose duties include the supervision of probationers. In Liverpool and Northumberland there are pilot schemes in which every school, primary and secondary, has one or more teacher-tutors, who are given not only the responsibility but also time and payment to guide the probationers in their care, and the probationers themselves are released from twenty to 25 per cent of their teaching duties to attend courses at professional centres.[19] Many more areas now have language advisers, who attempt, amongst their many duties, to visit and help probationers.

Nevertheless, I imagine that in many cases, perhaps very many cases, the gloomy picture painted by James has scarcely become brighter. For example, I had a letter from a former student reporting on her first term of full-time teaching. After an account of the classes she had taught and the course books she was learning to live with, she expressed herself exhausted but on the whole satisfied with progress. Then she concluded:

> 'I hope I haven't bored you too much with all my details of school - I really think there should be a follow-up to the PGCE course where one could get all one's concerns off one's chest instead of being thrown in completely with the responsibilities of a full member of staff. As it is, once I start writing or talking about it, I could go on for ages! I haven't yet been visited by an inspector, although I am assured that fairly rigid checks are made and one teacher at my school was made to do an extra term's probation last year - so I'm keeping my file up to date! My head of department hasn't even been in to see if I'm heading in vaguely the right direction. I suppose they wait until an actual riot breaks out in your classroom before they realise that things are going wrong. It seems a rough and ready way of assisting 'learner teachers' I must say.

The needs of the probationer

The probationary teacher probably experiences three main kinds of need: - for help with general classroom management and his relationships with his pupils - problems of discipline would probably be uppermost here, - for help with matters connected directly with his subject - the planning, execution and assessment of his lessons, and - the need, expressed by my student, to talk over his problems frankly with an informed and sympathetic person.[20]

18 See the interview with Lord James by Harold Silver, 'Since James', *The British Journal of Teacher Education*, 1. 1, January 1975.

19 Hill, D, 'Experiments in induction: new approaches to the probationary year', *The British Journal of Teacher Education*, 1.1 January 1975, pp 29-40.

20 There may, of course, be a fourth need, that of bettering his competence in the foreign language (particularly if he is being called upon to teach extensively in his subsidiary language). It might be possible to meet this need in some cases by pairing the teacher with a foreign language assistant for reciprocal linguistic help. Otherwise, I think it cannot be catered for in the probationary year.

If he is lucky enough to have a professional tutor or teacher-tutor in his school, then he may be getting a lot of help with general though not with curricular matters since the tutor is unlikely to be a linguist. If, in addition, his head of department is not only conscientious but also has the time, he may be getting help with problems related directly to language teaching. The third and very important need of a *confidant*, a shoulder to cry on, can probably not be met without the help of an agency outside the school, because the probationer needs to meet first of all others who are suffering the same difficulties as he is, namely other new teachers, and secondly someone who is independant of his immediate employer, the school.

This is where the colleges and departments of education have an important role to play even when school support is good, and all the more so when it is not. The pilot induction scheme in Liverpool, following the recommendation of James, established 'professional centres', to which each new teacher is assigned and given time to visit. For secondary teachers these centres are based on colleges of education.

The problem of time

The Liverpool scheme, as a pilot scheme, operates in financially privileged circumstances: not only are the teacher-tutors paid but replacement staff is employed to release them and the probationers from a proportion of their teaching duties. In the present climate of cuts in expenditure on education one cannot see finance being made available for a general implementation of such schemes. The problem then is: how can time be found for the probationer to take advantage of the services that his local college or department might offer? The out-going teacher he is replacing taught a full timetable, and his Headmaster, with the best will in the world, still has to cover the same teaching programme. What the well-disposed Head can do, however, is to arrange the timetable with the release of the probationer for a morning or afternoon in mind. And cannot student teachers in colleges and departments be organised in small teams of two or three to go into schools to take over some of the probationers' lessons, thereby releasing the probationers and gaining valuable practical experience themselves?

How can the student teachers find time to go into schools and their tutors time to address themselves to probationers' problems? Only, I think, by a reduction in their timetable commitments in initial training. For that to be possible, we have to take the long view that any such cuts will be more than compensated for by the gains made by probationers. James said: 'The knowledge that in-service opportunities are scanty leads to an... overloading of initial programmes ' (p.20). The converse should also be true[21]. One can see a difficulty here as long as colleges and departments take a parochial view, since the probationers who gain are not the same as the students who lose. But if ever we are to get something like James' professional centres going without additional financial support, then it will have to be in some way like this, and someone will have to start.

21 This touches on the problem that we cannot know exactly what sort of situation we are training teachers for initially. With probationers we do know.

The role of the adviser

Maintaining proper links with the LEA and the schools is very important and the obvious link man is the language adviser, who can identify the probationers, get them to the centres and ensure that the proper relationship is established with Headmasters and heads of department in arranging for tutors and students to go into the probationers' schools. To do this job most effectively he needs to enjoy the full confidence of the college or department of education, and that might best be achieved by his being co-opted on to their board of studies or equivalent body.

Conditions for an experimental scheme

My own department does not at present operate any formal programme of assistance for probationers. And yet we have the conditions which would enable a modest but useful scheme to be set up very easily without too much sacrifice by either the schools or the department. We are an urban area with many schools within commuting distance of the department. We are fortunate in being well staffed for modern language method, and several colleagues have excellent contacts with local schools by dint of having taken classes in them regularly since the department was started. We are lucky enough to have the local language adviser as a half-time member of our staff and for him to have a centre in university premises in the middle of town equipped with a book and tape library, lab facilities, a technician and a secretary. Through him we operate a weekly language teachers' workshop in the centre, which is, of course, already an opportunity for probationers in an entirely voluntary and informal way, to establish contacts with the LEA, with the department and with language-teaching colleagues and probationers in other schools. Apart from the jointly appointed language adviser, I know that the same favourable conditions operate in other areas. It is a matter of effort and sacrifice for a start to be made on some experimental schemes.

What services could be offered?

The sort of services that could most usefully be offered to probationers would quickly emerge from experience. The following is a tentative outline.

The probationers would be invited to attend a short free induction course where they could get to know each other, their language advisers and the centre-tutors. For the language adviser it would be an opportunity to inform the probationers of the services offered by the LEA and of the position and current problems of foreign languages in the schools of the area. For the tutors it would be a chance to review some of the experiences of teaching practice and refresh some of the ideals that might have wilted. (The fact that the tutors would be referring to the teaching practice of a different group of student teachers would not invalidate the exercise.) This would also be an occasion for establishing tutor groups.

Subsequently there would be regular tutorial contact when problems suggested by the probationers could be analysed and discussed with a frankness that might not be possible with teachers from the probationers' own schools. This contact would also take the form of visits by tutors to probationers' classes to discover the conditions in which they were operating. Social contact between probationers would be fostered by the centre.

Finally there might be a further short course, this time devoted to improving techniques (such as questioning, the use of the blackboard, the role of English) that had been observed to be deficient or that the probationers themselves felt to be deficient.

The central problem, however remains the *how* rather than the *what* by follow-up services. How can time be found for the staff of colleges and departments of education to help probationers and - more difficult - how can time be found for the probationers to take advantage of whatever services might be offered? A solution has been suggested but it is very tentative and one that would only be feasible where a number of schools were clustered in a reasonably small area around a teacher-training centre.

5	K Emmans
The first year of teaching	

In considering the probationary year for modern language teachers, we are dealing for the most part with specialists teaching in secondary or middle schools. Nevertheless, since in this country we have neither centrally directed curricula for schools nor a standardised pattern for teacher training, it is difficult to predict how the intending teacher will have been prepared for his future career or what teaching situation will await him.

Clearly there are aspects of the preparation for teaching modern languages that the school can reasonably expect to have been covered in the probationer's previous education and training. The new teacher should have a fluent and accurate command of the languages to be taught. This is particularly true of the spoken language, since lack of confidence in speaking the foreign language can frequently lead to modern language lessons being conducted almost exclusively in English. A first-hand knowledge of the foreign country and its culture is essential, if the teacher is to be able to communicate an understanding of the country and its people to the language learners in school.

Criticism has been made of college and to a lesser extent department of education courses. They have been considered good at providing a personal education for the student and a socio-philosophical background to education, less good on methods and materials and weak on the 'chalk face' problems of actually teaching, leaving this expertise to be picked up during teaching practice.

The sort of practical skills that the school hopes the new entrant will have are those which William Rowlinson (University of [illegible]eld) stures are the aims of his department's course:

> 'Firstly we attempt to give *an orientation*, we try to get him to acknowledge the primacy of the spoken word, to see the importance of the separation of the skills and to recognise the utilitarian nature of language, continually considering the appropriateness to his pupils' needs of the language forms he is teaching. Then we aim to provide the basic *classroom skills*, including course and lesson planning, presentation of material orally, elicitation (questioning, drilling, situation work), autonomous use by pupils (including pairwork, groupwork, role playing, scenarios). To this we add *professional knowledge* of syllabuses and examinations, the construction of drills and tests (especially multiple choice tests), resources and their locations, analysis of commercial courses and readers. We further aim to familiarise students with useful *language teaching technology*—laboratories, tape-recorders, VTRs, slide and strip projectors, OHPs, flannelgraphs - and get them to consider appropriate ways of using them. We look at *'special' situations* and give what help we can - mixed ability, low ability, French and European Studies, following-up Primary French, sixth-form work, intensive courses. Finally we encourage *materials construction*, which is really an attempt to develop teaching imagination - charts, flashcards, cut-outs, figurines, workcards, tapes, slides, filmstrips, OHP materials, bandasheets, games materials.'[22]

22 'PGCE and probationers', *NALA Journal*, No. 6, 1975.

With this kind of preparation, the probationer will have a background of knowledge which should stand him in good stead in the first year of teaching.

The help extended to the teacher during the probationary year has in the past, all too frequently, been derisory. The view of probation has been that it is a time to be endured, with little thought to professional development. If a young teacher can only survive the first year then he is likely to continue to cope with teaching for the rest of his career. The help from the Headteacher and colleagues has been at best informal - occasionally dramatic - as when the senior mistress bursts into the classroom to quell an apparent riot. The main c. .cern of the school has seemed to be classroom discipline, or the lack of it, since this is the area where the probationer's lack of experience can be most clearly in evidence.

Starting from the premise that the new entrant has had an effective preparation for his future career, what can and should be done to help?

Firstly the probationer should be informed of what the probationary year is - what is expected of him. If every LEA were to ensure that this was done, much anxiety and bewilderment would be removed from the new teacher's mind.

Secondly there should be some form of induction. One LEA arranges for a formal induction course for all its new entrants at the end of the summer term. Some schools are able to employ the new teacher as a supply teacher for a short time at the end of the summer term before the teacher joins the staff at the beginning of the autumn term. At the very least a day should be spent by the newly recruited teacher in the school before actually taking up his appointment.

Increasingly in secondary schools and in particular in the larger comprehensive schools, there is a member of staff who has a general oversight of all the probationary teachers - of whom there can be many in a large school. The role of this 'teacher tutor' can include informing the new entrant about the general working of the school, disciplinary procedures, resources, etc. but most usefully can be that of an experienced and sympathetic teacher willing to discuss, and make constructive suggestions to help solve, the kinds of problems frequently encountered by probationary teachers whatever subject they teach.

The head of the modern language department has a key role to play in this first teaching year. This role has evolved over the last 30 years as has increasingly been recognised in the salary structure. However, when it comes to the head of department observing probationers teaching or inviting them to observe his own lessons, there often appears a reluctance on the part of experienced teachers, who may regard this as a threat to professional status and freedom within the classroom. Most probationers welcome the opportunity to discuss their lessons and problems with a more experienced colleague, particularly when the discussion is held shortly after the lesson that both teachers have observed. Probationers need immediate advice which can most naturally be obtained from the head of department.

The most desirable development would be a reduced teaching load for the probationer on the lines of the pilot schemes[23] for in Liverpool and Northumberland where they had

23 *DES Reports on Education*, No. 84, March 1976, *Helping new teachers: the induction year.*

a 75 percent teaching load and the teacher tutors also had a reduced teaching load (a quarter of a day per probationer). It is very desirable that probationers should be given the opportunity to plan and prepare lessons thoroughly. Regular departmental meetings are much appreciated by probationers.

The role of the LEA adviser will vary according to the situation, depending on the resources available e.g. whether the adviser has other duties, whether there are teachers' centres or language centres nearby or whether there are advisory teachers working in the authority. Where the probationer has a full timetable, meetings will most likely be voluntary since they will have to take place out of school hours unless the adviser can negotiate release during school time. Choices for topics to be dealt with in out-of-school meetings are language teaching methodology, mixed ability teaching, group work, production of materials and language laboratory materials. Help in actually reproducing materials is always welcomed if a teachers' centre can provide it.

The adviser will very frequently be the LEA's representative to see the probationer teach. He will discuss with the Head of the school and the head of department the progress, strengths and weaknesses of the probationer and, of course, discuss his general progress with the probationer himself and if necessary intercede on his behalf with the school if there are areas where the school can help.

There seems to be a real preference for school-based help for the probationary teacher. This largely stems from a strongly felt need for help with immediate classroom problems. One of the main functions of the LEA adviser is in supporting the head of department in his role. The adviser should be able to provide information on resources available either through the LEA or other outside agencies such as the Goethe Institut, Institut Français, CILT, DES etc. He can also inform the school of developments in other schools in the LEA. Links with local teacher training institutions e.g. language teachers' workshops such as those at York University and Keele help to bridge the gap between teacher training and the experience of actually doing the job.

The probationary period is necessarily a time of stress for the new teacher. Many of his worries can more easily be overcome if he can count on the support of his more experienced colleagues in school. They have a clear responsibility to assist younger colleagues, since the strength of the department is as a team. The aim is not merely to help the younger teacher but to enable every member of the department to profit from the mutual support that cooperation can give.

Future needs and the use of resources in the post-probationary period

Priorities

To a large extent in-service needs vary across schools and from region to region. Some in-service needs can be met within schools, given excellent heads of department, access to libraries and resources, and adequate staffing to permit reading and discussion. Other needs can be met by local workshops and seminars and a lively willingness to grow by studying good practice in nearby schools. The problem of the inadequate head of department, however, cannot be met from within the school. Regional or national courses for aspiring heads of department are needed, reinforced by tougher attitudes towards the probationary appointments of heads of department who have not yet attended such courses. An obvious need is for detailed 'job specifications' to be fully discussed with heads of department before appointment, and for regular 'redefinition' of the responsibilities for which generous allowances are paid.

Schools remote from a UDE, or poly/college, or an active teachers' centre obviously have different needs from those more fortunately placed schools in which postgraduate students and tutors from a cooperative UDE or poly/college regularly join in the language teaching, or act as tutors on school visits abroad etc.

No single solution, therefore, will meet all in-service needs. Urgent priorities are:

- the spelling out of a code of good practice expected of heads of departments;

- the provision of courses at which heads of department and aspiring heads of department, can learn what is expected of them;

- scarcely less necessary is provision for the continuing education of tutors in UDEs/ poly/colleges, together with advisers and inspectors at regional and national level, to ensure that advice given to teachers in the initial, probationary and post-probationary stages, is up-to-date, coherent, informed by sound reading and research and closely in touch with classrooms and with assessment techniques as these evolve;

- the advisability of tutors and advisers regularly replacing teachers on an exchange basis for a term or longer should be considered. This would serve the dual purpose of keeping tutors in close touch with changing classroom expectations, and giving keen teachers a chance to become 'schoolmaster fellows' for a term in colleges;

- lastly provision of continuing education for heads of department and tutors, advisers etc. must include an element of 'language maintenance' and close contact with the rapidly evolving institutions and culture of the foreign country. This can best be done by greatly extending the exchange of post scheme with teachers abroad, and by increasing experiment with reciprocal (one to one) teaching. A reciprocal course for matched groups of NALA members (or for HMI?) and (say) members of the French Inspectorate would be a splendid initiative.

Need for a chart of capacity and resources

The one certainty about future in-service work is that money will be scarce. The need for economy is obvious, so available resources must be much more precisely known and classified than at present. If wastage is to be avoided and a coherent pattern of national and regional provision established, then an accurate and up-to-date chart of our capacity for in-service training is required. Capacity does not mean simply a list of available empty college buildings: resources which can provide close contact with first hand research and with classroom problems are also essential.

Such a chart would have three dimensions:

(a) *an 'information map'* to identify the location of suitably experienced tutors and suitably equipped centres (e.g. it would specify capacity for in-service work in Spanish, German or Russian, or support for teachers beginning sixth form Italian, and indicate at what level the tutors are experienced - are they able to plan advanced courses and provide demanding material in French for example). It would also locate and describe library and resource collections, including tape recordings, VTRs, film and filmstrips, textbooks collections such as those at the Leeds Teachers' Information Centre, etc.

(b) *an 'operations plan'* to indicate an agreed 'planning' framework in each region for in-service work to avoid overlap, showing distribution of responsibilities, where initiatives should be looked for, which institutions etc., should concentrate on which kinds of in-service work. Obviously the information map ((a) above), though not easy, is feasible given a thorough survey along 'Spicer/Riddy'[24] lines with a narrower brief. The production of an 'operations plan' would necessarily be harder and would require some kind of 'forum' or national in-service committee representing those immediately concerned.

(c) *a 'flow diagram'* for each region (and even for different groups of schools in each region) to show the provision available for in-service training on a career/time scale:

(i) provision in the probationary year (the making of trained teachers)

(ii) provision in the three or four years following probation (the making of 'master teachers')

(iii) provision for heads of department or aspiring heads of department (the making of heads of department with much more demanding assignments than many currently fulfil).

Besides the chart and realistic operational plans to suit each region certain other general needs can be briefly listed:

24 Spicer, A, and Riddy, D C, *The initial training of teachers of modern languages*, E J Arnold 1976 (forthcoming).

(a) The lessons being learned in other professions concerning mid-career education must be digested (e.g. the importance of 'expectations' in in-service training, the need for preliminary reading before attending courses, the need for 'debriefing', follow-up action after courses etc.). For lack of preparation beforehand, and of follow-up, many in-service courses at present do not use resources economically.

(b) The importance of halting the drain of excellent teachers into more prestigious training departments. This implies restoring prestige to the classroom and finding means to encourage tutors to move back full or part-time into the classroom.

(c) Foreign language teachers face the problem unique to their discipline of the 'erosion' of language competence and rapid out-dating of knowledge about the evolving foreign culture. Regular exchange teaching abroad must come to be a normal and expected part of the language teachers' career pattern. Salary scales and allowances must, of course, reflect this (as they do in some other professions) and the case for this must be patiently but persistently presented even in hard times.

(d) This will in turn imply close collaboration with teacher-trainers and administrators abroad and the role of the Central Bureau for Educational Visits and Exchanges will here be capital. The Bureau should be closely involved in discussions of in-service provision.

(e) There is a clear need for language teachers to keep in touch with research. Mischief has been done by the half-digested, second-hand echoes that have reached classrooms of what researchers are supposed to have discovered about grammar or language acquisition, or about linguistic (as opposed to conceptual) impoverishment. The crying need is for teachers of both mother tongue and foreign language to have time for practical field work of their own in which new hypotheses and their possible implications for the classroom are tested.

Two questions in particular need to be answered:

- What kind of research is relevant to the language teachers' problems?

- At what stage should they attempt to grapple with it?

Clearly teachers, and especially inexperienced teachers, need guidance about the relative importance of various research projects to their own problems. While there is no substitute for understanding and weighing evidence at first hand, many teachers are not at present equipped or able to find time to do this. While initial training can introduce teachers to some of the aims and techniques of research, in-service training should increase their ability to discriminate between important and trivial, and between valid and dubious findings. The development of a critical yet appreciative attitude to research is a measure of a teacher's maturity and professional competence, too often neglected.

It is probable that the student in initial training and the probationer, will chiefly feel a need for reassurance and the building of confidence in facing large classes for the first time. It will probably be best, therefore, at this stage to give some clear, if

oversimplified, guidelines. If linguistics is to be discussed at this level it will probably be best to base the discussion on first-hand experience of language in use, in class, at home, in newspapers or on TV and radio. The best approach may be via projects of a practical kind, which raise questions about children's (and adults') language in use and so stimulate further reading and discussion. Later, in the 'master teacher' or head of department phases of in-service work, it will be possible to build upon the questions raised by the practical projects in the initial training and look for interpretations from the latest research. Important problem areas calling for this classroom based approach are: aptitude testing, the relative roles of visual and aural learning, the variation in children's short term memory capacity (STM) or, as Olsen has it, variation in children's capacity to 'process' incoming information which in turn determines STM capacity; the role of 'creation by analogy' in foreign language learning etc. Heads of departments who are called on to frame school policy regarding e.g. 'setting' or remedial language work for the 'less verbally able' will need to be acquainted with the best recent work in these areas if the advice they give in school discussions is to be soundly based. There will be a need to look closely at the availability of suitable centres equipped to offer such in-service help to experienced teachers. It will also be important to bring together in such centres teachers of the mother tongue and foreign language teachers to work out the common ground which ought to unite them but very rarely does so at present.

Some specific proposals for the short-term

1. With regard to the chart: an approach via CILT might be the best way of making a start on gathering the information for the chart.

2. Co-ordination: a network of regional in-service committees (the Nottingham region providing a possible model) co-ordinated by a national in-service committee, possibly centred on CILT seems a necessary framework for determining areas of responsibility and avoiding gaps or wasteful overlap.

3. An early start should be made on the designation (as suggested by James[25]) of centres in each region with specific responsibilities for in-service training in particular languages and at specific levels.

4. The 'reciprocal' technique - (exploiting the rich possibilities of mutual or reciprocal tutoring by matched groups of learners/teachers from two countries) should be developed. The York/Besançon, York/Caen models (three weeks intensive mutual work, language days alternating), financed generously by DES and the French Inspectorate may be one model, not necessarily the best. Other models worth close study are the Coventry/Caen proposal (one week in each country, teachers living in the homes of their 'homologues') and the pairing over a whole year of English teacher of French with a French 'assistant' living nearby for reciprocal work in the two languages each week after school hours or on Saturday morning.

5. Other models to be much more widely exploited seem to be:

   (i) The 'voyage of discovery' or study in depth of a particular district.

   (ii) The one-term 'schoolmaster fellowship' attached to a university for research, reading etc.

25 *Teacher education and training*, HMSO 1972.

(iii) The intensive week-end in simulated foreign environment (particularly useful for Russian, Chinese, Arabic and Spanish).

(iv) Combined seminars in which practising teachers, students in initial training and probationers discuss specific teaching problems (discipline, streaming, testing, free composition, encouragement of reading, foreign visits etc.). This is particularly valuable in those areas where the inexperienced need guidance from the old hands who have learned from their mistakes but the old hands need to re-assess their routine to avoid getting the needle stuck in a groove.

6. To provide time for practising teachers to read an expansion is needed in the practice of taking over classes by tutors from UDE/poly/college accompanied by posses or commandos of students in training. The possibility this offers for remedial intensive work with groups of pupils facing exams or needing the stimulus of a shake-up, meeting new faces and a change of rhythm have not yet been widely exploited. Similarly tutors and students should be utilised on school visits abroad to facilitate 'tutorial' work in small groups.

7. A postgraduate, post-experience, higher degree in the methodology of *language teaching* is needed which could be taken part-time without removing teachers from the classroom. It should include intensive 'reciprocal' sessions (on model of Coventry/Caen proposals) with matched groups of teachers of English from countries in Europe. It is essential that such higher degrees are seen as increasing the standing of classroom teaching, not as escape routes from the classroom to more 'prestigious' teacher training. If this is to be achieved it is essential to keep teacher training firmly based in the classroom by making greater use of teacher/tutors.

7	C G Hadley
Heads of departments: a job specification	

The vital role of the head of department in ensuring that the probationary teacher becomes a good teacher has been emphasised time and time again, but the poor guidance often provided in this area seems to some extent to result from the absence of any clear and detailed listing of its total responsibilities. There may be a few vague or even specific understandings between a Head and the member of staff he is appointing or promoting and certain duties are self-evident and absolutely essential. But no aspirant finds himself or herself confronted with the need to consider a total package. Perhaps the increase in salary might seem less attractive if candidates had to consider a job description of the kind that follows:

1) The head of department is responsible for designing the syllabus to be followed in the subject at all stages. He/she will need to approve all internal examinations in the subject, ensuring that they conform to the syllabus. He/she will decide and check the entry for all external examinations in the subject.

2) The head of department decides, after proper consultation with colleagues, the appropriate teaching methods to be employed for the subject at the various levels. He/she should ensure that these have the backing of the Headmaster/mistress.

3) The head of department administers the annual allowance made to the subject by the Headmaster/mistress: he/she decides, after consultation with colleagues what materials to order (set books, course books, readers, film strips, tapes etc.). He/she is responsible for the ordering and receipt of items, keeps a stock list and checks stock annually. He/she imposes and receives fines for damage or loss by pupils. He/she has overall charge of all equipment in the languages department and ensures that it is kept in working order and replaced when no longer serviceable. He/she also has general supervision of all rooms used exclusively or in the main for foreign languages teaching and sees that they are kept in good order.

4) The head of department assigns members of department to the various classes and, where applicable, pupils to the different sets.

5) The head of department prepares the timetable of the foreign language assistant. He/she contacts the assistant before arrival and makes all necessary arrangements (e.g. accommodation, teaching space etc) to ensure smooth absorption of the assistant into the school. He/she is responsible for providing the assistant with instructions on the contents and methods of the latter's lessons. He/she is in charge of the general welfare of the assistant (improvement of English, by study in school or at college, integration in English life, personal problems). He/she writes the report on the assistant.

6) The head of department is responsible for student teachers in the subject, arranging their time table, ensuring proper instructions with regard to contents and methods of lessons, arranging for observation of good teaching in the school, observing the students' teaching and discussing problems and possible solutions with the students. The head of department liaises with the college or department tutors and writes any reports requested

on the students.

7) The head of department is responsible for probationary teachers from the point of view of their classroom efficiency (in both modern languages and overall teaching terms) and of their general welfare. The head of department should be in a position to report accurately at all times on the development of the probationary teachers in his/her charge.

8) The head of department is responsible for the efficiency of all teachers in the department and should, wherever necessary discuss problems with colleagues. He/she arranges from time to time for colleagues to observe each other's teaching, including his/her own and sits in, from time to time, on their lessons. He/she holds regular departmental meetings to ensure efficient administration, to discuss problems and to debate policy or examine important issues affecting the teaching of languages.

9) The head of department organises language links with schools abroad and supervises arrangements for exchanges for language purposes. Regular contact with the foreign country is expected also for all members of the department, including the head.

10) The head of department takes a special interest in pupils whose main specialism is modern languages and, in collaboration with careers staff, offers them advice about their future.

11) The head of department must lead and not simply administer and therefore keeps himself/herself well-abreast of current developments in the languages teaching world (by attendance at in-service courses). He/she ensures also that colleagues are kept abreast.

12) The head of department promotes the interests of the subject in the school (efficiency of teaching, enthusiasm of teachers and pupils, societies, standing of subject with Head, other departments, parents etc) and is ready to defend these in an enlightened but vigorous manner. He/she must be prepared to account at any time to the Headmaster/mistress for the health of the department.

This is a forbidding list of responsibilities. It would be normal for the head of department to delegate a number to reliable colleagues, but delegation cannot imply abdication. A head of department who conscientiously carries out the duties listed earns the allowance for the job.

8	A Moys
In-service training of heads of departments	

Why should in-service training for heads of department be necessary?

We are unused to the idea of preparing teachers for more senior appointments during their career, a process quite common in other fields such as industry and commerce. In teaching, the idea of 'learning on the job' remains widespread and generally accepted. Yet the teacher's role in the large school is in many ways far more complex than the task of a manager in a large commercial or industrial unit. We need in-service training and education for future and existing heads of departments for the following reasons:

(a) to provide an opportunity to examine critically and to build upon the first few years' teaching experience in the classroom.

(b) in the light of this experience, to provide an occasion for review of aims, objectives, methods and attitudes, with a view to developing formal guidelines on policy and practice.

(c) to prepare the aspiring or existing head of department for the management role which he will have, especially in terms of team leadership, management of curriculum and resources and interpersonal relationships.

The role of the head of department

It will be useful to attempt to describe the qualities of a good head of department in both professional and personal terms.

Policy

He must be able to represent the needs of modern language teaching in a balanced and coherent way, so as to help in shaping the school's general policy on language. He must be sufficiently conversant with curriculum design to know of the constraints and the opportunities which are offered within his own school. He must be conscious of the need to lead an 'open' department in which all members contribute to discussion of basic questions and to the solution of problems. It is unfortunately all too common to find that modern language departments have relatively little communal or group activity. In many schools, the head of department's contribution to curriculum and timetable design is very often limited to the allocation of classes to teachers. Given that there is such a wide range of often conflicting opinions among modern language teachers about fundamental policy questions, it is hardly likely that the average Headmaster will, without advice from his head of department, know what curricular and timetable decisions to take, and may (as is often the case) merely take as his model the former grammar school pattern, which may be inappropriate to a newly formed comprehensive.

Leadership

Being seen by both staff and pupils to be the leader of a team is clearly in the interests of school as well as department. The head of department should deploy his staff as a

team: lessons may be shared between teachers or taught on a paired basis, or blocks of pupils can be brought together at certain times for sessions with their teachers as a group. The idea of occasional lesson exchanges between teachers working in the same department is relatively little explored.

The best leadership is of course leadership by example, and there are many areas in which an example can be set. How often do heads of departments invite young teachers to come and sit in on their lessons, or even extend the invitation to other, more experienced members of their department? At another level it is of course common for heads of department to delegate certain responsibilities to members of their group, for example the running of modern languages clubs, and the development of school journeys and exchanges. This should not however be an occasion for him to lose contact with these activities.

A lead can also be set by the head of department in timetabling, with a clear policy of self-involvement with all ages and ability groups. A tendency still exists to produce for the incoming and often inexperienced teacher a timetable which is generally overloaded with difficult and unrewarding classes.

The head of department must thus have a determination to keep abreast of pedagogical developments, a willingness to fight hard for the status of his subject and for the adequate financing of his department, and an ability to delegate managerial responsibility to his colleagues without appearing merely to be offloading work.

Organisation and management

The head of department today will be expected to fulfil responsibilities (even if they be delegated to one of the staff), in most or all of the following fields:

Staff

His role will include participation in the appointment of teaching staff: the oversight and assessment of probationary teachers - a task which will become more demanding with the new shape of induction, and the supervision and welfare of foreign assistants, who represent an expensive resource which needs to be used effectively.

Curriculum

Here the task is one of establishing, after discussion in the department, a coherent attitude to the curriculum covering such issues as: Languages for all or only for some? With what aims and objectives? How many programmes and of what duration? How many languages, and with what relative status? What place for European studies, if any? And in times of shortage, what overall priorities?

Materials and methods

It is not uncommon to find an unjustifiably wide variety of materials, and an even wider variety of methods and approaches in use in a school in the same year group and with children of similar ability.

Such a policy may favour the occasionally outstanding development, but the reverse of the medal is that many average teachers never have the benefit of community of thought and approaches based on a real discussion of targets and methods with their colleagues. The attitude of the head of department is critical in developing the atmosphere in which all members of the same department can discuss their own and others' teaching techniques and problems.

Pupil assessment and examinations

Fortunately heads of departments and teachers are in many cases becoming steadily better informed about techniques of assessment, and the administration and marking of tests and examinations. Heads of department ought to be able to lead discussion and to initiate action here. It is not enough simply to set a common examination paper for year one: approaches to routine marking, corrections, acceptable tolerances, pupil grading, oral assessment, homework, all need consideration, especially in the lower school, if the modern languages course is to be coherent and fair to all. It should be borne in mind that we live in an age where there is an insistent demand for identifiable standards in class teaching and pupil attainment.

Management of resources

The fact that schools are facing particularly hard financial times only heightens the importance of a planned, careful use of resources within the school. The budget of the modern language department may not reach the proportions of some other departments, but large sums are being spent each year; frequently considerable skill is required to balance, for example, the need for sixth form texts against CSE workbooks, or extra first year text books against background slides or laboratory tapes. The sets of little used textbooks in stock rooms and cupboards bear witness not only to the weakness of some published materials, but also to the incapacity of many heads of departments to choose and assess published courses.

Some of the more fortunate schools have a languages suite at their disposal, with classrooms given over more or less exclusively to modern languages. In these, the head of department should ensure an attractive visual environment for learning.

A language laboratory rapidly becomes a liability unless its operation and routines are carefully established; it has an enormous appetite for material which many teachers have found themselves unable to satisfy. Some departments have recognised that no one teacher can cope with materials production, and have chosen to pool resources, and concentrate on jointly producing materials for one year group at a time.

Overseas links and exchanges

One of the great problems for a teacher of a foreign language is the remoteness of the foreign country from the classroom. Few schools or LEAs can afford to make foreign visits an indispensable requirement. It is still relatively rare for whole classes (let alone year groups) to journey abroad.

Indeed, as Hawkins has rightly underlined, there is a risk that modern language learning

may become a middle class activity.[26] Not all pupils can afford a visit abroad, and many cannot readily receive exchange partners into their own homes. Nevertheless many schools make great efforts, often by fund raising, to enable a large proportion of pupils to cross the Channel. Yet it is perhaps sad that some school journeys abroad (including many exchanges) rely exclusively on the incidental and accidental contacts made by pupils to provide the linguistic experiences and 'pay-off'. However, many modern languages departments use school journeys abroad as an opportunity for carefully prepared schemes of work. For those who may never go on a visit abroad, the class link is often a rewarding alternative: the regular exchange of class-produced tapes, slide sequences, music and song, environmental studies material and *realien*, all produced by a *class* effort, can add great point to learning a foreign language.

The imaginative head of department can for the cost of a 36 colour exposure film, enable a whole class to send its partner abroad a photograph and tape recording of every one of its members.

Implications for in-service training

The in-service training of senior staff must enlarge understanding and awareness of the underlying processes of language acquisition and language teaching through a knowledge of current research and development; it must be practical and relevant in classroom terms, with an appropriate respect for experience, and an avoidance of untried or speculative ideas; it must be professional in its insistence on the organisational and inter-personal skills involved in the management of a team. Above all, it must be *specific* to the role of the head of department. It should therefore give attention to: school organisation and management (including appropriate administrative procedures and interdepartmental cooperation); syllabus design; the place of foreign languages in the curricular needs of the school; staff deployment and the delegation of responsibilities within the department; the supervision and assessment of probationers and student teachers; the provision of advice and details of sources of information for members of the department; techniques of assessment and examination administration; the acquisition and, where appropriate, the development of teaching materials; resource management, and the planning of visits and exchanges.

At a time of slim resources the provision of such courses should have priority, since they could well lead to an effective 'fast breeder' effect at departmental level within a school.

The three per cent full-time teacher release as envisaged in *Education: A Framework for Expansion* is still a possibility for 1977-78. There is a clear opportunity here for regional groups of LEAs, within the context of the regional machinery which is to replace the Area Training Organisations, to research into and develop appropriate courses for groups such as existing or aspiring heads of modern language departments. Let us not assume that the best and inevitable use of the three per cent release would be a sabbatical term in France or Germany. Desirable though this may be, it could also signally fail to equip the senior teacher for the complex demands of the next twenty years in school.

26 cf. 'Modern languages in the curriculum', CILT Reports and Papers 10, *The Space between. . .*, pp 53-54.

9	A Spicer
Summary of conclusions	

1. The scope of the Conference

The main aspects dealt with were:

The needs of the schools and the needs of the teachers

Initial training and its implications for in-service training

Stage 1: the probationary year

Stage 11: the early career years

Stage 111: preparing for promotion and responsibility

The in-service needs of heads of departments in schools.

For each stage the content and organisation of the training and the role of the school, advisory services, colleges and university departments of education and any other university departments were examined.

For each stage practical suggestions to improve the scope, quality and co-ordination of the training were put forward.

2. The 'tone' of the Conference

It would be easy to describe the Conference as productive of a catalogue of woes, or alternatively to dress it up as providing a splendid example of the British stiff upper lip in the face of overwhelming adversity: of the pragmatic, decentralised, independent, underprovided and unrecognised teacher trainers, language advisers and headmasters making the best of a situation characterised chiefly by lack of planning, manpower, resources, funds, and above all, by lack of co-ordination. One might even be tempted to deplore the lack of agreement about what is actually happening to the new recruit during his probationary year, and even more sadly, about what should be done in future to help him find his feet in the profession and to relate his first year on the job to his immediately preceding initial training.

Such a pessimistic - or, if you prefer it, such a realistic - summary might be justified if the tone set in the first part had continued throughout. Happily, however, although one might comment on some of the early contributions that 'they use a snaffle and curb all right, but where's the horse? - the horse (and a reasonably virile one at that) appeared later, eager to go - even if its several jockeys were still somewhat undecided about which direction to point the animal.

But this indecision was only temporary, and as the conference progressed, a recognisable structure for in-service training began to emerge together with a very considerable

measure of agreement about the kind of initiative required to transform this framework into a reasonably solid edifice.

3. The needs of the schools and the needs of the teachers

Primary schools and the middle schools 'deemed primary'

The position of French in the primary schools remains obscure; primary French makes a considerable drain on limited funds; the number of authorities willing to continue to devote resources to primary French is likely to be small. The future of primary French must therefore be left for each LEA to cope with as best it can, including its in-service training implications (mainly involving the recruitment and further training of college of education qualified 'semi-specialists').

Middle schools 'deemed secondary' and secondary schools

Here there is a desperate shortage of French teachers and many who are teaching languages in these schools are floundering and are in great need of in-service training. However in 1975, no less than 27 of these in-service courses on offer were cancelled for lack of applicants; in future the in-service summer school might be shorter and therefore even less likely to have much effect on e.g. the oral proficiency of teachers.

Many secondary teachers of French are inadequately prepared for mixed ability teaching and are unable to cope with the post-audio-visual stage, and in particular to offer progressive courses in reading. Sixth form teachers too are needed who can relate language work to literature and who can maintain good oral work at the same time.

The probationary teacher

Within this context of needs (in both the middle and secondary schools) the probationary teacher requires additional and special in-service training provision. It is only too clear that at present very little indeed is being done to structure his continued training or to integrate it with his initial training, except on an *ad hoc* basis in individual schools and in a minority of areas.

The heads of modern language departments

There was general agreement that one of the most urgent needs in in-service training is to provide professional up-dating and refresher courses for heads of modern language departments in schools. Most especially they require the opportunity of further, and indeed in many cases of initial, training in more effective techniques of organisation and management of their departments.

4. The initial training course and its implications for in-service training

It was generally accepted that before we can escape from the present situation which is characterised by *ad hoc* gap-stopping, it will be necessary to arrive at something like a general agreement on what should be covered in an initial training course. Not for a uniform syllabus, which would be both impracticable and undesirable, but agreement

on the main aspects of professional training to be dealt with in depth, those which can be left for the probationary year or later and those which, having been covered in a preliminary way, should be developed and treated in depth throughout in-service training.

The general aim of the initial training course should be to produce a *probationary teacher* and not a fully qualified teacher who is considered trained for the rest of his career.

In particular by the end of his course the student should:

i. have confidence, through his knowledge of basic techniques, to stand in front of his class;

ii. be able to encourage real communication in the classroom and to avoid a wholly magisterial mode of teaching;

iii. have had some experience of communicating with children and participating in their interests;

iv. have been encouraged to forget how he himself was taught foreign languages at school - or at least not to assume that this will be the only appropriate way for him to teach;

v. be flexible in his teaching and able to adjust to local problems and conditions rather than rigidly trained in fixed methods and techniques;

vi. have some idea of the culture and way of life of the foreign country, preferably through his own experience during a *structured* period of study abroad;

vii. possess some knowledge of the range of teaching materials available for use in schools; how to choose sensibly if any choice is offered to him and, most importantly, how to make the best of whatever he may be given to use;

viii. have some knowledge of the commoner patterns of organisation in schools;

ix. have been encouraged to think about what he is doing and why: that is to have had some introduction to the underlying theoretical principles of language learning and teaching;

x. have been introduced to testing techniques, so as to understand the role and aims of different types of test and simple test construction.

In order to emphasise the continuity between initial training and in-service training during the probationary year, colleges and university departments of education should develop longer term project work for students. Projects might be planned and started

during the initial training, then continued and completed during the probationary year.

5. The general aims of in-service training

While it is important to regard the training of modern language teachers as a continuous process, beginning in college or university and going on through the probationary year and throughout the teacher's career, it is convenient to examine the aims and organisation of the in-service element at three main stages:

The probationary year

The early career years

Preparation for promotion and responsibility

These divisions are admittedly arbitrary and are not intended to suggest that in-service training begins with probation and ends with promotion to the headship of a department.

In general terms the aim of each stage might be expressed as follows:

i. *The probationary year*

A period, particularly in the first two terms of settling down and becoming familiar with local problems and the particular organisational pattern of the school; of developing personal styles and methods of teaching; and in the later part of the year of some in-service training to build on and develop initial training. In-service training during this period would need to be largely school based, but should involve local advisory services, college or university staff and should include attendance at local teachers' centres.

ii. *The early career years*

During this phase of his career the teacher should be encouraged and given the opportunity to fill gaps in his initial training, to develop particular interests, to maintain his linguistic competence, to deepen (on the basis of greater experience and maturity) his own awareness of the theoretical bases of his profession. He should learn to question his own methods and approaches and should keep up his professional and scholarly reading and attend suitable in-service training courses.

iii. *Preparation for promotion and responsibility*

In addition to widening and deepening his professional and academic interests and expertise, the potential head of department needs specific training in the management of physical and human resources: the efficient management of, for example, language laboratories and teaching materials, but also of the foreign language assistants,

of students on teaching practice, of probationary teachers and of his own colleagues. If possible he should be encouraged to obtain a further academic or professional qualification, although inevitably opportunities for this will become more restricted to part-time evening and/or vacation courses.

iv. *The in-service training needs of heads of departments*

Members of the conference repeatedly drew attention to the urgent need to improve in-service training opportunities for existing heads of departments, and in particular to encourage the weaker ones to take advantage of such opportunities. Any improvement in school based in-service training, especially for probationary teachers, will depend crucially on the cooperation and professional expertise of heads of departments. It is essential that they should recognise their responsibilities here and be equipped to discharge them effectively.

6. Specific proposals and suggestions

The probationary year

i. By one means or another students should be attached during the summer term of their final year at college or of their PGCE year, to the schools where they will be going as probationers in the following autumn, e.g. as paid supply teachers; on a short visit with travel expenses paid; on final teaching practice.

ii. After appointment and on arrival in a school, the probationer should be made aware of what help will be available to him during the year and of how and when his own teaching will be assessed, as well as of the nature of his own duties and responsibilities in the school. Such information should be written and detailed, including for example, a teaching syllabus for each of his classes. He should be given opportunitites to discuss these documents with his head of department and with others involved.

iii. An experienced member of staff (ideally a designated teacher-tutor from within the modern language department) should be made responsible for each probationer.

iv. It is important that the probationer should be given time to settle down and to come to grips with the inescapable problems facing a new member of staff before anyone should think of extracting him from the school for any further training.

v. It is particularly important that probationers should be given as light a teaching load as is practicable so that they can prepare their lessons thoroughly. Heads of departments should insist on adequate preparation of lessons and be prepared to help with this when necessary.

vi. A probationer should be given the opportunity to observe his colleagues teaching and to discuss their teaching with them without feeling that this would be an impertinence.

vii. Later in the year the probationer should be given the opportunity to see good teachers in other schools or video-tapes of good teaching at local teachers' centres.

viii. The head of department should ensure that the probationer feels a full member of the department, able not only to participate in discussions and ask questions, but also to provide information about recent developments from his college or university course.

ix. There should be ample provision for probationers to meet each other (and any others concerned with language teaching) outside the school environment. The psychological value of having a neutral 'non-authority' shoulder to weep on should not be underestimated.

x. Although any in-service training during the first year should be mainly school based, in the third term at least there should be occasions for further training with other language teachers at a local centre through half day release and/or evening arrangements. Such training should be 'workshop' based rather than exclusively theoretical.

The early career years

i. Evening, weekend and vacation courses or combinations of these should be available.

ii. Reciprocal arrangements with foreign language assistants for tutoring each other and for joint study should be arranged.

iii. Reciprocal arrangements may be possible with teachers of English abroad (by exchanges of post and by meetings during school holidays).

iv. Teachers must be encouraged to read more widely through the extensive provision of suitable bibliographies; by holding seminars on selected books or articles conducted by experts - and through discussion requiring reports and summaries by participants; by the exchange of books with linked schools abroad. These activities should be supported both within school and outside (e.g. by language advisers and college or university staff).

Preparing for promotion and responsibilities

i. All members of school departments of modern languages should participate in discussions involving planning and organisation, and especially any in-service training programmes within the school.

ii. Teachers should be trained in the preparation of detailed syllabuses, supporting bibliographies etc, with the help of language advisers and college and university staff.

iii. Full-time release for in-service training for short periods should be facilitated (e.g. during examination periods in the school).

iv. Teachers should be encouraged to acquire additional qualifications (such as MA etc) on a part-time basis through work during evenings, holidays, weekends or on part-time release or by any combination of these.

Other specific proposals

i. Stricter standards should be applied to assessing performance both during initial training and in the probationary year. All arrangements for assessment must be clearly understood by students and probationers.

ii. Regular meetings including heads of schools, heads of departments, advisers, colleges and university staff on a regional or area basis would be valuable to clarify all aspects of training modern language teachers.

iii. Teams of language advisers, college and university staff, teacher-tutors etc, should be established to co-ordinate in-service training on regional or area bases (in consultation and cooperation with heads of schools and heads of departments).

iv. Courses for heads of departments should be organised jointly by local language advisers, colleges and departments of education in universities and polytechnics.

v. Advisers should keep local colleges and university departments informed about probationers in their area, and from each probationer's final reports from his initial training course should be ready to indicate what their special individual needs may be.

vi. Teachers should be required, or at least strongly encouraged, to attend planning meetings, post mortems and general discussion within their own modern language departments in schools, both before the term begins and after it ends.

vii. Heads of schools should require, or strongly encourage, heads of departments to produce syllabuses and plans for each class for the year ahead during the preceding summer term.

viii. Colleges and university departments of education should co-opt local language advisers to their boards of studies or equivalent committees.

ix. The Centre for Information on Language Teaching and Research should be asked to bring together representatives from the Department of Education and Science, the National Association of Language Advisers, professional associations of teachers, colleges and university departments of education, to discuss the feasibility of establishing a national consultative committee for in-service training for teachers of modern languages.

Appendix 1	Mrs B Parr, HMI
Intensive courses for modern language teachers	

In Chapter 9 reference is made to the need for in-service help and the fact that '27 courses on offer were cancelled for lack of applicants'. A word of explanation seems necessary, to put this into perspective and to make it clear that, at least at the moment, national support is still available for certain types of in-service course but that changing needs have necessitated a shift of emphasis.

On 2 February, 1970, LEA letter 4/70 announced a national scheme for the local promotion of intensive courses in French for teachers concerned with the eight to thirteen age group. Its stated aim was 'to meet the demand inside or outside the aims of the official experiment, for adequately trained teachers of French and to ensure that the secondary schools can build properly on the foundations laid in the primary school'. A subsequent administrative memorandum - A.M. 26/70 dated 11 September, 1970, clarified the financial implications of the scheme and explained the arrangements for 'pooling' the cost of such courses at centres approved by the DES. It was agreed that study visits to France, undertaken as an integral part of the programme of the intensive course, would be eligible for pooling in respect of travelling expenses and tuition while in the country concerned.

By the summer of 1972, over 400 teachers had already attended full-time one term courses at nineteen centres approved under the scheme. These courses concentrated on strengthening linguistic skills, developing a grasp of methodology and concentrating on the practical problems of teaching the age-groups involved. In the last two years however recruitment for these courses has diminished, partly because of administrative problems arising from local government reorganisation and partly because the most urgent need for modern language teachers was being felt acutely in the growing number of comprehensive schools. HMI then suggested that, while full-time one term courses should naturally continue where need and facilities coincided with local education authorities ready to second teachers, a change of emphasis was now necessary. An experimental pilot scheme for a full-time four weeks' course for heads of modern language departments was initiated in 1975 by the Somerset Language Centre; this course was accepted for pooling and in the event it proved to be very successful. Accordingly the local education authority, with the cooperation of HMI, convened a meeting of the heads of comprehensive schools in order to explain the problems confronting the heads of modern language departments and request that suitable staff be seconded to attend a course planned for them. The timing of the course during the external examination period made it easier to release responsible staff and the second course of this type, organised last summer, was attended by fourteen senior modern linguists from three local education authorities. A third such course was held at the Somerset Language Centre in June, 1976.

Other local education authorities, who are well aware of the need to assist heads of modern language departments, are providing in some instances more extended courses which combine full-time and part-time attendance and which require the staff to give up some of their own time for the purpose. Other authorities have decided not to

attempt 'poolable' courses but to offer shorter programmes. For example, the Dorset Local Education Authority provided a five-day full-time course for heads of department in June 1976, again during the period of external examinations. The shorter course naturally makes no attempt to deal with language skills and indeed in most cases this issue is not relevant; the major problems concern methodology, organisation and the difficulty of dealing effectively with pupils widely differing in ability and interests. A refreshing feature of the courses offered in some regions is the readiness of modern language advisers to help each other and to work constructively with lecturers from schools and colleges of education.

Appendix 2
List of participants

F H Baker, Bedfordshire LEA

Frau S Bauer-Schlichtegroll, Goethe-Institut

Miss J Blackwood, Kent LEA

J P Carpenter, Central Bureau for Educational Visits and Exchanges

Dr Roy Dunning, School of Education, University of Leicester

A P Dyson, Department of Education, University College of North Wales

K A Emmans, North Yorkshire LEA

P J Eustace, Sheffield LEA

Mrs A J Farrel, Catford County School, London

Mlle G Fontier, French Institut du Royaume-Uni

P S Green, Language Teaching Centre York

Dr C G Hadley, Headmaster, Goffs School, Hertfordshire

Dr A Harding, Department of Education, University College, Cardiff

Professor E W Hawkins, Language Teaching Centre, York

C V James, CILT

B L Jones, Homerton College, Cambridge

D J King, Headmaster, Colbayns High School, Clacton-on-Sea

Miss H N Lunt, CILT

Mrs B Mason, Dorset LEA

G M Matthews, CILT

S H Miller, Nottinghamshire LEA

Dr G D Morley, CILT

A Moys, Derbyshire LEA

E Neather, Department of Education, University of Exeter

Mrs B Newson, CILT

Mrs B Parr, HMI

G E Perren, CILT

W J Perry, Rolle College, Exmouth

F W Ranson, Berkshire LEA

Mrs M Roberts, CILT (Conference Secretary)

J A Robinson, Birmingham LEA

W Rowlinson, Department of Education, University of Sheffield

Mrs S Rouve, Faculty of Education, Kings College London

M V Salter, HMI

Dr G M Sinclair, HMI (Scotland)

D G Smith, Leicestershire LEA

Professor A Spicer, Language Centre, University of Essex

M R Wigram, HMI

Dr N Willson, Homerton College, Cambridge

Mrs R M Wright, East Sussex College of Higher Education

D Young, Brighton College of Education